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RECENT BOOKS OF INTEREST
TO TEACHERS

MOONLIGHT SCHOOLS, by Cora Wilson Stewart. New York: E. P. Dutton Company. 1922. 194 pages. \$2.00.

Three cheers for Kentucky! That is the mood in which this account of the moonlight schools of Kentucky leaves you. Yet the book is a difficult one to review. How can one even suggest its charm and stimulating power? Suffice it to say that it is accurately written, a real history of the initiation of the movement for adult education in the South, yet it has all the fascination of a story. For it is a story: the story of how a woman pioneer worthy of the memory of Daniel Boone led the teachers of her county out to meet a foe more deadly than the Indian—illiteracy. Already wearied by their day's work, these teachers never wavered when Mrs. Stewart asked them to add the burden of the night school. They gave freely of their afternoon time, visiting the people, overcoming their shyness, persuading them to come. But would they come? How those teachers waited that first night, each in his little one-room school house, makes thrilling reading. And they did come; the tired mothers and fathers, yes, even the grandfathers. From eighteen to eighty-seven they came, and they learned! The facsimile letters written by these mature men and women to Mrs. Stewart grip one's heart.

The schools were a success the first year: the people plead for them again. The movement spread rapidly. A state illiteracy commission was appointed with Mrs. Stewart as chairman. Other states in the South were quick to adopt the scheme, modifying it to suit their own needs. I once heard one of Alabama's eighty-year old pupils tell a teacher's institute what it had meant to him to learn to read and write. Much remains to be done, but to Kentucky's everlasting glory she was the first to point the way. Cora Wilson Stewart, woman superintendent of Rowan County, Kentucky, has not only done her state but the entire nation an invaluable service.

KATHERINE M. ANTHONY

BRIEF INTRODUCTORY PSYCHOLOGY FOR TEACHERS, by Edward K. Strong. Baltimore: Warwick and York. 1922. 241 pages. \$1.60.

In this book, the author has revised painstakingly about two-thirds of his earlier text entitled *Introductory Psychology for Teachers* (see *THE VIRGINIA TEACHER* for December, 1920). The two major topics are the learning process and individual differences. The subject of physiological psychology is left for a larger and more comprehensive volume soon to appear. The author and the pub-

lishers are to be congratulated on the improvement in the general organization, the attractiveness of the arrangement of material and the attention to such mechanical details as the paging and binding, which were at fault in the early editions.

It seems to the reviewer that the function to be served by this book is that of making concrete and vital the principles of mental life after the student has gotten a background for this applied study through the use of an outline, or a text, in general psychology. The method of Dr. Strong is admirable and it is to be hoped it will shortly be incorporated into the texts in general elementary psychology in which so little has been done to psychologize the study of psychology. A large field of usefulness is predicted for this book and its influence is bound in time to extend to the whole field of textbooks in education.

W. J. GIFFORD

HEALTH EDUCATION AND THE NUTRITION CLASS, by Jean Lee Hunt, Buford J. Johnson, and Edith M. Lincoln. New York: E. P. Dutton & Company. 1921. 281 pages. \$3.00.

Here is just an experiment. It is not a text, nor a scientific treatise. It is a report of the Bureau of Educational Experiments concerning work with the nutrition classes of the public schools of New York City. It places the experience of these trained workers at the disposal of others who are interested in the great health campaign which is sweeping the country, and serves as a guide to both the possibilities and the limitations of the nutrition class. Two very interesting chapters are the ones given to Growth in Height and Weight and Mental Measurement.

The authors emphasize the fact that the purchase price of public health is "initiative, ability, and continual conscientious effort." They say the efficient program of health education "must recognize the primary importance of nutritional status as a basis for estimating general physical condition among children." And their conviction is that the preventive program of health education "must be basic, an integral part of the school's general thinking, administration and equipment."

GRACE BRINTON

THE STORY OF ENGLAND, by Muriel O. Davis. New York: Oxford University Press, American Branch. 1921. 320 pages. \$1.50.

A view of Stonehenge, taken from an airship as it flew across Salisbury Plain, forms the striking frontispiece in "The Story of England." Several convenient reference tables utilize the inside of the front cover and a number of maps with an index, close the volume. The work is divided into two parts—178 pages to the death of Elizabeth and 142 pages from the ascension of James I to the death of Victoria. The story of a great people is told in simple, stimulating

language; the illustrations are delightfully quaint; outlines and tables are interspersed with helpful maps. The value of the book for school use would be enhanced by a chapter or two bringing the narrative down to the present.

JOHN W. WAYLAND

FRESHMAN RHETORIC, by John R. Slater. Revised Edition. Boston: D. C. Heath & Co. 1922. 393 pages.

Few writers of rhetorics have succeeded as well as Professor Slater in presenting material in a manner to illustrate the rhetorical principles discussed. The earlier edition of the book, published in 1913, has always stood out for its vivid, sometimes racy, style, and for its strikingly concrete presentation of ideas. Students read it much as they read a novel, and teachers found it a delightful book in the classroom. The book was free from pedantry, and its author knew he dealt with a living language. He admitted, "A certain stiffness, not to say pedantry, marks the conversation of those who talk precisely as they write."

Into the revised edition has been incorporated an elementary review of sentence and paragraph construction, and there has been added a glossary of common errors. Sections through the entire book have been numbered consecutively, and at the ends of chapters appear ninety consecutively numbered assignments, which may serve as a program of the year's work at the teacher's option.

Many users of the older book will regret the omission from the appendix of the chapter from James's *Psychology* entitled "The Formation of Good Habits," but the additions and improvements more than compensate for the slight losses. Slater's *Freshman Rhetoric*, in the reviewer's opinion, is easily one of the best books for college freshmen, now available in the field of English composition.

C. T. LOGAN

SELF-HELP ENGLISH LESSONS, THIRD BOOK, by Julia H. Wohlfarth and John J. Mahoney. Yonkers-on-Hudson, N. Y.: World Book Company. 1922. 392 pages.

This book for the junior high school completes the Wohlfarth-Mahoney series of Self-Help English Lessons. Like its companions it is built around the principle that learning is an active process. This is evidenced at the outset by the scheme for reviewing the minimum essentials taught in the grades. The project "Making an Inventory of Your English Stock" is so cleverly planned that the child becomes an active agent, consciously striving toward a certain goal.

The authors aim to make every lesson in grammar a lesson in composition. At times this is a little strained, but there are spots affording a real contribution to this task which is so challenging the English teachers of America. This is particularly true of the treatment of sentence analysis. Shorn of all its traditional setting, it is made to serve the

child in two definite ways: a test for the sentences he writes and an aid in interpreting the sentences of others. Needless to say, this method gives the child far greater insight into sentence structure than the formal one.

Any teacher alive to the present day problems in junior high school English will get constructive suggestions from this book.

KATHERINE M. ANTHONY

How to Teach Primary Number, by John C. Stone. Chicago: Benj. H. Sanborn & Co. 1922. 172 pages. \$1.32.

Since the number work of the early elementary grades is largely independent of a text book, a teacher's manual is almost an essential. This book aids the teacher in making the number work function in the life of the child. Concrete examples are given showing how problems arising in a project demand knowledge of facts and processes and skill in applying them to the problems. When the child feels the need of this knowledge and skill in his project, the drill which is so essential is an answer to this felt need. The book gives not only an outline of the course for each grade but a detailed plan of treating the three phases of the subject—presentation, drill, and applications. Well graded drills are provided, giving the teacher a definite plan to follow. This plan, if followed, will insure skill in handling the addition, subtraction, multiplication and division facts of each series.

MARIE ALEXANDER

SIMPLE CONSTRUCTION IN PAPER AND CARDBOARD, by Lincoln P. Goodhue. Chicago: Ideal School Supply Co. 1922. 69 pages. \$1.25.

The elementary grade teacher who has many plans to make outside of the class room will find Goodhue's book a great time saver and a good clear guide. It contains thirty-two pages of detail plans drawn to an exact scale and as many pages illustrating the objects after completion, with printed illustrations for the development of each step. There are over one hundred objects of simple furniture, houses, barn yard objects, etc., described and pictured. They are suitable objects for both primary and grammar grade children.

Children will be pleased with the making and possession of the articles in this book and the work will stimulate accuracy, neatness, originality and confidence.

ALIMAE AIKEN

Essays and Poems of Emmerson, with an Introduction by Stuart P. Sherman. New York: Harcourt, Brace and Co. 1921. 525 pages. \$1.20.

Of this neat and attractive volume Professor Sherman is said to have written his publishers, "After you get past the Introduction, it's all good stuff." This may be modest, but it is not truth. The introduction is a keen and searching study of Emerson and his work. This volume contains twenty-two of his essays and thirty-five poems.